

TWENTY-SEVENTH ANNUAL REPORT

OF THE

COLUMBIA INSTITUTION

FOR THE

DEAF AND DUMB

FOR THE

FISCAL YEAR ENDED JUNE 30, 1884.

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WASHINGTON:  
GOVERNMENT PRINTING OFFICE.  
1884.

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# COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

## OFFICERS OF THE INSTITUTION.

*Patron.*—CHESTER A. ARTHUR, President of the United States.  
*President.*—EDWARD MINER GALLAUDET, Ph. D., LL. D.  
*Secretary.*—ROBERT C. FOX, Esq.  
*Treasurer.*—E. FRANCIS RIGGS, Esq.

*Directors.*—HON. THOMAS F. BAYARD, Senator from Del.; HON. J. RANDOLPH TUCKER, M. C. from Va.; HON. WILLIAM H. CALKINS, M. C. from Ind.—representing the Congress of the United States; HON. HENRY L. DAWES, of Mass.; HON. WILLIAM E. NIBLACK, of Ind.; REV. BYRON SUNDERLAND, D. D.; JAMES C. McGUIRE, Esq.; WILLIAM W. CORAN, Esq.; HON. W. MCKEE DUNN.

## COLLEGE FACULTY.

*President and Professor of Moral and Political Science.*—EDWARD M. GALLAUDET, Ph. D., LL. D.  
*Emeritus Professor of Mental Science and English Philology.*—SAMUEL PORTER, M. A.  
*Professor of History and Languages.*—EDWARD A. FAY, Ph. D.  
*Professor of Natural Science.*—REV. JOHN W. CHICKERING, JR., M. A.

*Professor of Mathematics and Chemistry.*—JOSEPH C. GORDON, M. A.  
*Assistant Professor of History and English.*—J. BURTON HOTCHKISS, M. A.  
*Assistant Professor of Mathematics and Latin.*—AMOS G. DRAPER, M. A.  
*Instructor in Gymnastics.*—JOHN J. CHICKERING, B. A.  
*Instructor in Drawing.*—ARTHUR D. BRYANT, B. Ph.

## FACULTY OF THE PRIMARY DEPARTMENT.

*President.*—EDWARD M. GALLAUDET, Ph. D., LL. D.  
*Instructors.*—JAMES DENISON, M. A., Principal; MELVILLE BALLARD, M. S.; THEODORE A. KIESEL, B. Ph.; SARAH H. PORTER.

*Instructor in Articulation.*—MARY T. G. GORDON.

## DOMESTIC DEPARTMENT.

*Supervisor.*—JOHN B. WIGHT.  
*Attending Physician.*—N. S. LINCOLN, M. D.  
*Matron.*—Miss ELLEN GORDON.

*Assistant Matron.*—Miss MARGARET ALLEN.  
*Master of Shop.*—ALMON BRYANT.  
*Steward.*—H. M. VAN NESS.

# REPORT

## OF THE

### COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

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COLUMBIA INSTITUTION FOR THE DEAF AND DUMB,  
*Kendall Green, near Washington, D. C., October 23, 1884.*

SIR: In compliance with the acts of Congress making provision for the support of this institution, we have the honor to report its progress during the year ended June 30, 1884:

The pupils remaining in the institution on the 1st of July, 1883, numbered.....	77
Admitted during the year .....	18
Since admitted.....	31
Total .....	126

Under instruction since July 1, 1883: Males, 107; females, 19. Of these, 54 have been in the collegiate department, representing 18 States and Ireland, and 72 in the primary department.

A list of the names of the pupils connected with the institution since July 1, 1883, will be found appended to this report.

#### HEALTH OF THE INSTITUTION.

General good health has prevailed in the institution since the date of our last report. No pupils have died, and the cases of illness which have occurred, comparatively few in number, have yielded readily to treatment.

#### COURSES OF INSTRUCTION.

The work of instruction in the several departments of the institution has proceeded as in recent years. Besides the intellectual courses, the success in which has been highly satisfactory, instruction has been given in articulation to nearly two-thirds of the pupils of the primary department with very gratifying results. Special physical training has been afforded all the older pupils in the gymnasium, and an opportunity to acquire a knowledge of carpentering and cabinet making was afforded to such boys in the primary department as were capable of profiting thereby.

#### LECTURES.

Lectures have been delivered during the year by the professors and instructors in the two departments as follows:

To the students of the Collegiate Department:

The Ethics of Friendship. President Gallandet.

Origin and Growth of Language. Professor Porter.

The Framework of the House we live in. Professor Chickering.

A Course of Chemical Lectures. Professor Gordon.

Mohammed and His Religion. Assistant Professor Hotchkiss.

Character and Discoveries of Newton. Assistant Professor Draper.

To the pupils of the Primary Department:

A Journey through the South and West. By President Gallaudet.

Rome and Carthage. By Mr. Denison.

Life of Pyrrhus. By Mr. Ballard.

Life and Character of Benjamin Franklin. By Mr. Kiesel.

Battles of Lexington and Concord. By Mr. Bryant.

#### PARTIAL RETIREMENT OF PROFESSOR PORTER.

At a meeting of the directors, held May 3, 1884, the following action was had regarding Prof. Samuel Porter, who has filled the chair of Mental Science and English Philology in the college since September, 1866:

Whereas Prof. Samuel Porter, of the college faculty, has signified his disposition to be relieved from the active duties of his professorship, and at the same time expresses his willingness to continue his connection with the college, giving occasional lectures, acting as curator of the library, and performing such other duties as his strength may allow; and

Whereas this board desires to manifest its appreciation of Professor Porter's eminent services as an instructor of deaf mutes during a period of more than fifty years, and his most successful and valuable work as professor in this college for the past eighteen years: Therefore

*Resolved*, That Professor Porter be requested to continue his connection with the college in the position of Emeritus Professor of Mental Science and English Philology, residing, as heretofore, in the college, and performing such duties as may be agreeable to him.

It is extremely gratifying to the friends of the college that Professor Porter's withdrawal from the active duties of his professorship does not result in his actual retirement from the college. And it is hoped most earnestly that the clearness and vigor of mind and strength of body which he now enjoys may be continued to him yet many years, so that the influence of his pure and manly life, his profound and versatile scholarship, his broad and conservative judgment, and his ready sympathy with the young, warmly appreciated by all now connected with the college, may be long continued to them, and be enjoyed by large numbers of young men yet to be admitted within our college walls.

#### EXERCISES OF PRESENTATION DAY.

The exercises of the regular public anniversary of our collegiate department took place on the 7th of May.

The occasion was honored by the presence of the honorable Secretary of the Interior, the Chief Justice of the Supreme Court, members of the Diplomatic Corps, Senators of the United States, Members of the House of Representatives, and many distinguished citizens, including representatives from several sister institutions of learning; among whom were Presidents Welling, Doonan, and Patton, of the three universities of the District of Columbia, President Gilman, of the Johns Hopkins University, with a delegation from the trustees and faculty of that institution, Dr. Philip G. Gillett, principal of the Illinois Institution for Deaf Mutes, and Prof. Charles W. Ely, principal of the Maryland School for Deaf Mutes.

The exercises were opened with prayer by Rev. Elias D. Huntley, D. D.,

pastor of the Metropolitan Methodist Church, and chaplain of the United States Senate.

The candidates for degrees presented essays as follows:

Oration.—Theory and Practice. Warren Robinson, Wisconsin.

Oration.—Influence of Woman. Lewis Arthur Palmer, Tennessee.

Oration.—The Pyramids of Egypt. Brewster Randall Allabough, Pennsylvania.

Oration.—The Hohenstaufen Era of German Literature. George William Veditz, Maryland.

At the conclusion of the addresses the members of the graduating class were presented to the directors of the institution as candidates for the degree of bachelor of arts. The president of the college took this occasion to compliment the class on the exceptionally high standing in scholarship sustained by its members, the average standing of the class during the entire course being 9.564, on a scale of 10; this class average being considerably higher than any previously recorded in the history of the college.

Honorable mention was made of Mr. S. S. Haas, of Pennsylvania, a member of the class, who had been compelled by the impaired state of his health to suspend his studies, but who hoped to be able to resume them at some future time.

#### ADDRESS OF PRESIDENT GILMAN.

The president of the college then introduced President Gilman of the Johns Hopkins University, who, after some eloquent words of congratulation to the officers and students of the college, delivered an interesting and valuable address on the subject of general education. He offered three important divisions of the subject which were occupying the public mind, viz, academic, common school, and industrial. Under the first head, he discussed the present agitation against the "College Fetich," and took decided grounds in support of the classic training, urging the need of advanced study, and the cultivation of the humanities along with the exact sciences. Referring to the second question, he spoke of the marked spread of ignorance in our great and growing country, and of the correspondingly great need of a national system of public schools having Government support to back it. In alluding to the Blair educational bill, he remarked that he saw no reason why a measure which would be productive of so much good should fail to become a law. He also spoke in terms of the warmest praise of the good work done by such men as Peabody and Slater and by Corcoran and Pratt. In speaking of the industrial or labor problem, Dr. Gilman gave it as his opinion that this great question would be solved, together with that of education, and also dwelt on the importance of cultivating the taste and skill of the mechanic and laborer by the opening of libraries, museums, art galleries, parks, &c. In closing, the speaker commented on the good work achieved by the Deaf-Mute College, and in the education of the deaf in general, saying:

The work of educating the deaf and dumb is one of the best in the world. When we read poems written by deaf-mutes as good as those written by persons with all their faculties, it speaks volumes for this glorious work.

#### ADDRESS OF DR. GILLETT.

The president of the college then introduced Dr. Philip G. Gillett, who has been for thirty years at the head of the Illinois Institution for the Deaf and Dumb, now the largest school of its class in the world, and justly ranking as one of the most successful.

Dr. Gillett alluded to the charge of extravagance made by some against the college. He said that though the cost of giving a deaf-mute a college training was great, compared with the cost of primary education, still each and every iota of the sums appropriated for the purpose was rightfully bestowed; that if we could commend the course of England in paying five million pounds sterling to the barbarian Theodore of Abyssinia in ransom for four of her sons, or the action of the United States Government in sending out scores of brave hearts and expending thousands of dollars for the rescue of a single American crew from the grasp of Arctic snow and ice, we might still more commend the bestowal of liberal sums for such a noble and enlightened purpose as the college avowedly had in view. The speaker, moreover, indignantly refuted the idea entertained by so many, that schools for the deaf are mere charities—they are part and parcel of the great public school system of the nation.

Turning to the graduating class, Dr. Gillett addressed them with some cheering words of counsel. Pointing to their motto, the "More Beyond," which shone in gilt letters on the wall, he dwelt on the significance which the day had for them. They had come to the close of an honorable college career, but there was still a more beyond—the broad, open arena of the world, and in its sterner struggle they were soon to take an active part.

Dwelling for a moment on what constitutes a hero, he closed with a quotation from Longfellow's Psalm of Life:

In the world's broad field of battle,  
In the bivouac of Life,  
Be not like dumb driven cattle!  
Be a hero in the strife!

The exercises were closed with the benediction by Rev. John Chester, D. D., pastor of the Metropolitan Presbyterian Church. Immediately after the conclusion of the proceedings in the chapel an exhibition was given by the students in the gymnasium, which showed excellent results in physical development under the system recommended by Dr. D. A. Sargent, director of the Harvard University gymnasium.

At the close of the academic year, in June, degrees were conferred in accordance with the recommendations of presentation day.

NOTE.—It is worthy of mention, as illustrating the value of the language of signs in interpreting public addresses to the deaf, that the reports of the speeches of Drs. Gilman and Gillett given above are taken from a published letter of one of the students of the college, whose only possible understanding of the addresses came through the sign translations of President Gallaudet and Professor Fay. Without the use of the sign language it would have been impossible for the deaf-mutes present to have gained any fair understanding of any of the exercises on presentation day.

#### RECEIPTS AND EXPENDITURES.

The receipts and expenditures for the year now under review will appear from the following detailed statements:

##### I.—SUPPORT OF THE INSTITUTION.

##### RECEIPTS.

Balance from old account .....	\$211 24
Received from Treasury of the United States.....	55,000 00
Received from sale of live stock .....	489 18
Received from sale of wheat.....	167 65
Received from manual-labor fund.....	312 80
Received from board and tuition.....	4,337 86
Received for work done in shop.....	324 64

Received from sale of grease.....	\$38 13
Received from sale of carpets .....	2 52
Received from sale of old metals .....	3 77
Received from sale of old wagon .....	40 00
Received from sale of old furniture.....	10 30
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	60,938 09

## DISBURSEMENTS.

Expended for salaries and wages, out of appropriations by Congress.....	24,997 63
Expended for salaries and wages, out of funds belonging to the institution .....	4,109 93
Expended for groceries.....	2,394 76
Expended for meats .....	4,254 01
Expended for potatoes .....	326 25
Expended for household and incidental expenses, marketing, &c .....	2,424 57
Expended for butter and eggs .....	2,157 80
Expended for repairs.....	2,642 44
Expended for permanent improvements.....	4,048 86
Expended for furniture .....	1,196 17
Expended for lumber .....	1,794 61
Expended for printing .....	60 71
Expended for ice .....	249 04
Expended for medicines and chemicals.....	378 65
Expended for hardware .....	502 20
Expended for fuel.....	2,294 48
Expended for blacksmithing .....	119 91
Expended for harness and repairs.....	56 10
Expended for auditing the accounts of the institution, and for traveling expenses of non-resident directors in attending meeting of the Board ...	406 25
Expended for bread .....	1,100 87
Expended for milk .....	93 08
Expended for illustrative apparatus.....	172 59
Expended for books and stationery.....	355 55
Expended for wagon and repairs.....	476 70
Expended for medical and surgical attendance .....	692 21
Expended for board and care of pupils at institution for feeble-minded children .....	505 00
Expended for flowers and plants .....	72 60
Expended for paints .....	331 67
Expended for dry-goods and clothing.....	485 18
Expended for flour and feed.....	349 92
Expended for gas .....	915 00
Expended for rent of telephones .....	140 00
Expended for live stock .....	225 00
Expended for entertainment of pupils .....	20 00
Expended for farm tools, seeds, &c.....	210 49
Balance .....	327 86
	<hr/>
	60,938 09

## II.—BUILDINGS AND GROUNDS.

## RECEIPTS.

Received from Treasury of the United States .....	\$3,000 00
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## DISBURSEMENTS.

Expended for lightning rods.....	66 50
Expended for manure.....	7 00
Expended for wages.....	156 00
Expended for stone wall.....	903 26
Expended for painting .....	547 50
Expended for grading.....	100 01
Expended for plants .....	12 00
Expended for concrete work.....	62 58
Expended for plumbing .....	1,045 15
Expended for carpentering.....	100 00
	<hr/>
	3,000 00



## ESTIMATES FOR NEXT YEAR.

The following estimates for the service of the fiscal year ending June 30, 1886, have already been submitted :

For support of the institution, including salaries and incidental expenses and for books and illustrative apparatus, for general repairs and improvements, \$55,000.

For the extension of the buildings of the institution, for the purpose of providing additional school-room accommodation, and also room for the instruction of the pupils in industrial labor, \$25,000.

The estimate for current expenses is the same in amount as the sum annually appropriated for this purpose during the past three years.

The second estimate is submitted, after careful consideration by our board of directors, in the belief that in the important work of preparing our pupils to become self-sustaining members of society the enlargement and improvement of our school-room accommodations have become absolutely necessary. We are now using as class-rooms and study-rooms several apartments having no cellars under them, that are only eight feet between joists, and which, consequently, are often damp and poorly ventilated.

For the instruction of our pupils in industrial labor we have but one shop, in which cabinet-making is taught. It is impossible to give all our boys the benefit of this trade, and our directors are united in the opinion that other trades ought to be introduced.

## BEQUEST OF THE LATE RICHARD J. RYON.

Some ten years since a legacy of \$5,000 was left to the institution by the late Richard J. Ryon, payable, along with a number of other charitable bequests, out of the residue of his estate.

This residue fell very far short of being sufficient to pay all the bequests in full, and there were provisions in the will which made it necessary that several years should elapse before any part of these legacies could be paid. Mr. Ryon's estate has, however, been finally settled, and during the past year the sum of \$1,391.30 was paid over to the institution as its pro rata share in the residue of the estate. This money, \$1,391.30, has been invested on good real-estate security, bearing interest at the rate of 6 per cent. per annum, and, with the accumulations of interest, will be held until some necessity shall arise for its expenditure.

## THE PRESIDENT'S JOURNEY TO THE SOUTH AND WEST.

In March, 1875, the board of directors adopted a resolution authorizing and requesting the president to visit the several State institutions for the deaf and dumb in the United States, as far as practicable, for the purpose of communicating with the officers of their institutions in regard to the preparation of young men who might desire to enter the college in this institution.

Various causes combined to compel the president to defer making the proposed tour until last winter, when he was able to arrange for an absence of some five weeks. After his return, he made a report of his tour to the directors, the following extracts from which are presented as of general interest :

The institutions I was able to reach were the following, in the order named : The North Carolina institution, at Raleigh ; the Tennessee school, at Knoxville ; the South Carolina institution, at Cedar Spring ; the Georgia institution, at Cave Spring ; the Alabama institution, at Talladega ; the Louisiana institution, at Baton Rouge ;

the Mississippi institution, at Jackson; the Saint Louis day school; the Missouri institution, at Fulton; the Iowa institution, at Council Bluffs; the Nebraska institution, at Omaha; the Chicago day school; the Kentucky institution, at Danville; and the Virginia institution, at Staunton.

I did not attempt to visit the Texas institution, for the reason that no pupils were in attendance, owing to the incomplete state of the new buildings. I was prevented from visiting the Arkansas institution by the threatening condition of the river at Little Rock. I added the institutions of Iowa and Nebraska to my southern programme because I found that a single night's ride from Fulton, Mo., would bring me to them, and the day school in Chicago because it lay in my route from Iowa to Kentucky.

To say that I was received cordially at all points would be giving but a cold acknowledgment of the warm and unstinting hospitality with which I was everywhere welcomed. Wherever my arrival was announced in advance I was met by friends on descending from cars or boat, and where I had been prevented from giving word of my coming I had only to make my presence known to be made to feel at once at home. The best that could be offered me was everywhere placed at my disposal. My comfort and pleasure were carefully studied, and I beg leave, without attempting to mention the names of the many to whom I feel myself indebted, to return my most sincere thanks to each and all of my kind hosts and hostesses; to the directors of several institutions who paid me the courtesy of a call; to principals, matrons, instructors, and those in humbler stations, who seemed to take pleasure in adding to their labors that my comfort might be increased; and last, but not least, to the many hundreds of pupils, who were eager to give me audience and to receive whatever of story or instruction I had to offer them.

The bright and blooming faces of these children linger in my memory and give the most direct contradiction possible to statements recently published in the report of a certain oral institution which shall be nameless—statements in the contemplation of which indignation at their falsity gives way to pity for the ignorance that could have led to their utterance.

In all the schools visited great interest was manifested in the work of our National College. I had opportunities of conferring with many young men who are turning their faces towards Washington, and of giving their instructors many suggestions which cannot fail to be of service to them in their work of fitting young men to enter college.

I noticed with much satisfaction in the South that while the education of the deaf mutes belonging to the dominant race was being forwarded with commendable zeal and discretion, the interests of the deaf among the blacks were by no means lost sight of.

In North Carolina, South Carolina, Georgia, Mississippi, and Tennessee separate departments for the education of the blacks are in successful operation in connection with the old institutions, while in Alabama and Kentucky steps are being taken for the organization of similar departments.

At many points I found valuable improvements in the shape of new buildings, either recently completed, in process of construction or provided for by appropriations already made. The institutions in Georgia, Alabama, Mississippi, Nebraska, Iowa, Kentucky, and Tennessee have greatly improved their buildings within five years. The Missouri Institution has in process of construction buildings that will put an entirely new front on the establishment; the South Carolina Institution has the means in hand for the completion of its buildings by the erection of a large wing; the officers of the Iowa, Mississippi, and Louisiana institutions are sanguine of securing appropriations at an early day for additions to their buildings, and in North Carolina strong hopes are entertained that the legislature will soon provide new buildings for the deaf and dumb, leaving to the sole use of the blind the structure now occupied by the two classes in common.

Every institution I visited may be said to be in a prosperous and hopeful condition, with the single exception of that of Louisiana, which has been compelled to suffer the grievous wrong of being deprived of the large and comfortable buildings provided especially for it twenty-five years ago by the State. I found the deaf-mute department housed in a small building, entirely unsuited to the purpose for which it was being used—crowded to its utmost limit by its handful of forty pupils, not a third of the deaf-mutes of Louisiana of teachable age.

Most earnestly is it to be hoped that the cheerful acceptance of the situation by officers and pupils, which was manifest in a determination to "make the best of it," may be soon rewarded by liberal action on the part of the legislature—either restoring the old buildings to their proper uses, or providing means for the erection of a new and suitable structure.

It was with great pleasure that I found the subject of the oral instruction of the deaf receiving attention in nearly every institution I visited. In two schools only was the system pursued exclusively manual, and in these the purpose of introducing

articulation at an early day was declared. In those schools where oral instruction had been given longest I met with results that were especially gratifying to an early advocate of the combined system. I talked orally with many pupils, and the readiness of communication reminded me of some of the best results I have met with in purely oral schools. One case in particular was extremely interesting, being that of a little girl born deaf both of whose parents and two of whose grandparents were deaf mutes. This child spoke with fluency and unusual sweetness of tone, and read from my lips with readiness and exactness.

It is a fact of no little interest that at one or two points the aural instruction of deaf mutes has lately been attempted, and that to the Nebraska Institute belongs the honor of initiating this feature of deaf-mute instruction on any considerable scale. The results of the efforts in this direction which came under my notice at Omaha were most interesting and gratifying. I found a class of some ten pupils, all possessing hearing in sufficient degree to be able to understand the speech of their teacher without observing her lips. The place of the child possessing the least hearing was, naturally, nearest to the teacher, the others being located with reference to the degree of deafness in each case. Several of these pupils were congenitally deaf, or, to be more precise, hard of hearing from birth; and so defective was their hearing that they had never learned to speak in early childhood. These were not only acquiring speech, but their imperfect hearing was being educated, so that within a reasonable time they may hope to carry on conversation in such a manner as is usual with persons who, being hard of hearing, call in the aid of trumpets and tubes.

This new feature of deaf-mute instruction cannot be too warmly commended, for there is reason to believe that a considerable percentage of children classed as deaf can be taught in this manner.

It would be quite foreign to the purpose of this report should I attempt to describe all that I saw of class-room and other work in the several schools, but I can say that everywhere I found earnest men and women zealously and, so far as I could judge, successfully engaged in a work that I have long regarded as one of the most honorable, as it certainly is one of the most exhausting, of human labors. May God bless them, each one and all, giving them strength and courage under the disheartening and patience-trying circumstances that must oppress them at times.

In one of my visits there was an element of sadness which made itself so strongly felt as to turn pleasure into pain. I refer to my sojourn at the Tennessee School. On every hand were to be seen evidences of the energetic and judicious management of my early friend and co-laborer in Washington, Mr. Joseph H. Jams, who for years had urged me to visit Knoxville, and let him show me what he was doing as principal of the Tennessee School; but when I came, though his work was there, and the faithful men and women he had gathered around him, he was gone, stricken down on the threshold of middle age, in the height of his usefulness and strength. Every heart seemed to cherish his memory, and as I heard his name on every lip it was hard to realize that I should not feel the grasp of his friendly hand before I left the scene of his life-labor.

If I were asked what impressed me most in my journey, I should reply at once the evidences I saw on every hand of the enterprise and energy which speak of the "new South." The growing networks of railroads, the increased acreage of cultivated land, cotton-factories, iron foundries, and other industries multiplying in every State, the assurance given me by many young men that they had discovered the secret of success to be *work*—all this gives promise of prosperity and progress, on the coming of which our Southern brothers receive congratulations from all quarters. It was especially gratifying to me to observe that in the institutions for the deaf the spirit of progress was dominant, and I do not hesitate to venture the prediction that during the next decade the greatest advances in the work of deaf-mute education will be seen in the South.

It is gratifying to be able to report as a result of the president's visit to the institutions of the South and West that the number of students entering college this autumn is much increased over that of any previous year, and also, that the young men admitted give evidence of more thorough preparation than has heretofore been shown in our entrance examinations.

#### PUBLIC DISCUSSION OF DEAF-MUTE EDUCATION.

During the past year the attention of the public has been directed to deaf-mute education by the presentation of papers before a number of learned societies, and through the discussion of the subject by specialists.

The first meeting of specialists was a convention of American articulation teachers, held at the Institution for the Improved Instruction of Deaf Mutes, located on Lexington avenue, in the city of New York, June 25-28.

Thirty-six institutions were represented at this gathering by more than one hundred teachers. The delegates from this institution were the president, Professors Samuel Porter, and Joseph C. Gordon, of the college faculty, and Misses M. T. G. Gordon and Sarah H. Porter, instructors in our primary department.

The sessions of this convention were devoted to the discussion of methods of teaching articulation and speech reading, and there is good reason to believe that the effect of the meetings will be felt very favorably on the work of giving speech to the dumb in America.

The other assemblage of specialists was the Fifth Conference of Principals of American Institutions for the deaf and dumb, held at the Minnesota School for the Deaf, Faribault, Minn., July 9-13.

Twenty-six heads of institutions from all sections of our country were present at this conference. There were also in attendance fifty-three other persons, mostly teachers of the deaf, directors, and other institution officers, who were invited to sit with the conference as honorary members.

This institution was represented at Faribault by the president, and by Prof. E. A. Fay, of our college faculty, who attended in his capacity as editor of the American Annals of the Deaf and Dumb.

During the sessions of this body many subjects of great interest and importance were presented and discussed, and valuable opportunity was had, as also at the meeting in New York, for the private interchange of views between individuals.

Full reports of the proceedings of the two conventions of specialists will be shortly published, and can be obtained on application to the institutions at which the meetings were held.

It is proper to refer in this report to a paper read at the conference of principals, which cannot fail to exert a very great, if not decisive, influence in determining the relative importance of the various methods and systems of educating the deaf in use at the present time.

This paper was presented by Mr. Job Williams, principal of the American Asylum for the Deaf and Dumb at Hartford, Conn., and was entitled, "*A system of education adapted to all deaf-mutes, not excluding the feeble minded.*"

Mr. Williams gives very full statements as to the development, mental and otherwise, of thirty-two deaf children, who became pupils of the school at Hartford after having been under instruction in schools where the pure oral method was followed. The facts elicited in a review of the progress of these thirty-two children led Mr. Williams to urge most earnestly that the *combined system* is the only one under which the education of deaf-mutes, considered as a class, can be successfully conducted.

It is gratifying to the president and directors of this institution that so eminent an authority as Mr. Williams, sustained as he is by unimpeachable testimony, should uphold the views he does. For they remember that in 1867, during which year the first schools for the oral instruction of the deaf in this country were established, the opinions now upheld by Mr. Williams were expressed in the Tenth Annual Report of this institution by the president of the board, who had at that time just completed a careful examination, made under the authority of the board, of the most prominent European schools for the deaf. All

who are familiar with the history of this institution are aware that the combined system has been followed here for many years with increasingly gratifying results.

The education and treatment of the deaf has been discussed during the past year before the National Academy of Sciences, before the National Educational Association, before the Philosophical Society of Washington, D. C., before the American Association for the advancement of Science, and before the American Otological Society, thus bringing the interests of the class for which we are laboring prominently to the notice of scientific men. For the good results sure to follow such general consideration of the work of instructing the deaf, the members and especial friends of that interesting class are to be most heartily congratulated.

All of which is respectfully submitted by order of the Board of Directors.

E. M. GALLAUDET,  
*President.*

Hon. HENRY M. TELLER,  
*Secretary of the Interior.*

## APPENDIX.

### CATALOGUE OF STUDENTS AND PUPILS.

#### IN THE COLLEGE.

- From Colorado.*—Russel Shipley Painter.  
*From Connecticut.*—John S. Comstock.  
*From Delaware.*—Timothy Hyde.  
*From Georgia.*—Edward Caswell Duncan.  
*From Illinois.*—James Henry Cloud, Pearl Day, Frank D. Gearhart, Lawrence F. James, Thomas Lynch, Michael Gerald McCarthy, George W. Patton, Michael Sullivan.  
*From Indiana.*—Albert Berg, Charles V. Dantzer, Philip Joseph Hasenstab, Charles Kerney, Walter M. Marsh, Nathaniel Field Morrow.  
*From Iowa.*—Albert Francis Adams, John W. Barrett, Wesley Dobson, Elmer Edgerton, Charles R. Hemstreet, Howard McPherson Hofsteater, John Schuyler Long, Zachariah B. Thompson, Daniel Tellier, jr., John Elmer Standacher.  
*From Maryland.*—George W. Veditz.  
*From Minnesota.*—Olof Hanson, John Schwirtz, jr., Cadwallader Lincoln Washburn.  
*From Missouri.*—Harry Gross.  
*From New Jersey.*—Samuel Gaston Davidson.  
*From New York.*—John Henry Dundon, Isaac Goldberg, Harvey Tennice Robertson, Harry Van Allen.  
*From Ohio.*—Clarence Wilton Charles, Edward P. Cleary, Charles Solomon Deem, Birt Hughes.  
*From Pennsylvania.*—Brewster Randall Allabough, John Archibald Boland, William Brookmire, Henry W. Hagy, Samuel S. Haas, Edward Clarence Harah, William Henry Lipsett, Edwin W. L. North, Henry R. Spahr.  
*From Tennessee.*—Lewis Arthur Palmer, Thomas S. Marr, jr.  
*From Virginia.*—Robert Bell, jr., 2d.  
*From Wisconsin.*—Warren Robinson.  
*From Ireland.*—Robert Stewart Lyons, Francis Maginn.

#### IN THE PRIMARY DEPARTMENT.

##### Females.

Ida R. Chase.....	District of Columbia.
Alverdia Cornog.....	Delaware.
Jeanette Dailey.....	District of Columbia.
Mary Dailey.....	District of Columbia.
Christiana Denson.....	District of Columbia.
Clara L. Deputy.....	Delaware.
Elizabeth Fagin.....	Delaware.
Sarah Louise Fleming.....	Delaware.
Katie Fogarty.....	District of Columbia.
Maggie Hyde.....	Delaware.
Irene B. Martin.....	District of Columbia.
Eliza O'Callaghan.....	District of Columbia.
Gertrude Schofield.....	District of Columbia.
Lucy Smith.....	District of Columbia.
Rosina Scott.....	District of Columbia.
Mary D. K. Senkind.....	District of Columbia.
Annie Stafford.....	District of Columbia.
Clara W. White.....	District of Columbia.
Anna May Wood.....	Montana Territory.

*Males.*

Anthony Allen .....	District of Columbia.
Frank Adams .....	Indiana.
E. J. Adams, jr. ....	Maryland.
William M. Argo .....	Delaware.
Walter Argo .....	Delaware.
Amos Barton .....	Maine.
John H. Boston .....	District of Columbia.
Henry C. Boucher .....	Pennsylvania.
William H. Catlett .....	District of Columbia.
Hugh Kent Bush .....	Missouri.
James Comley .....	Indiana.
Raymond J. Cone .....	Virginia.
Josiah Cuffey .....	Fortress Monroe.
Robert W. Dailey .....	District of Columbia.
Thomas Davis .....	District of Columbia.
David J. Downing .....	Delaware.
Bladen Gibson .....	Virginia.
Morris T. Fell .....	Delaware.
George W. Hall .....	District of Columbia.
Thomas Hagerty .....	Wisconsin.
Eugene E. Hannon .....	District of Columbia.
William D. Himrod .....	Pennsylvania.
Hurbert Hurd .....	Delaware.
Jeremiah P. Hyde .....	Delaware.
John C. Jump .....	Delaware.
Thomas F. Keelins .....	Delaware.
Charles H. Keyser .....	District of Columbia.
Charles E. D. Krigbaum .....	District of Columbia.
Joseph M. Landon .....	District of Columbia.
Edward W. Lane .....	Montana.
Christian Larson .....	Wisconsin.
Frank A. Leitner .....	Maryland.
George M. Leitner .....	Maryland.
Joseph Lyles .....	District of Columbia.
John A. Lynch .....	Delaware.
Henry Edgar Marsh .....	Texas.
Edward J. McNamara .....	Missouri.
John McEvilly .....	Delaware.
John O'Rourke .....	District of Columbia.
Russel L. Painter .....	Colorado.
Thomas H. Peters .....	Montana.
Vernon Rollins .....	District of Columbia.
Henry L. Stafford .....	Michigan.
George T. Sanders .....	Massachusetts.
Frank Stewart .....	District of Columbia.
James Smith .....	District of Columbia.
Henry R. Spahr .....	Pennsylvania.
William J. Rich .....	District of Columbia.
George V. Warren .....	District of Columbia.
Jonathan G. White .....	Delaware.
Frank G. Wurdemann .....	District of Columbia.

## REGULATIONS.

I. The academic year is divided into three terms, the first beginning on the Thursday before the last Thursday in September, and closing on 24th of December; the second beginning the 2d of January, and closing the last of March; the third beginning the 1st of April, and closing the Wednesday before the last Wednesday in June.

II. The vacations are from the 24th of December to the 2d of January, and from the Wednesday before the last Wednesday in June to the Thursday before the last Thursday in September.

III. There are holidays at Thanksgiving, Washington's Birthday, Easter, and Decoration Day.

IV. The pupils may visit their homes during the regular vacations and at the above-named holidays, but at no other time, unless for some special, urgent reason, and then only by permission of the president.

V. The bills for the maintenance and tuition of pupils supported by their friends must be paid semi-annually, in advance.

VI. The charge for pay pupils is \$150 each per annum. This sum covers all expenses in the primary department except clothing, and all in the college except clothing and books.

VII. The Government of the United States defrays the expenses of those who reside in the District of Columbia, or whose parents are in the Army or Navy, provided they are unable to pay for their education. To students from the States and Territories who have not the means of defraying all the expenses of the college course the board of directors renders such assistance as circumstances seem to require, as far as the means at its disposal for this object will allow.

VIII. It is expected that the friends of the pupils will provide them with clothing, and it is important that upon entering or returning to the institution they should be supplied with a sufficient amount for an entire year. All clothing should be plainly marked with the owner's name.

IX. All letters concerning pupils or applications for admission should be addressed to the president.

X. The institution is open to visitors during term time on Thursdays only, between the hours of 10 a. m. and 3 p. m. Visitors are admitted to chapel services on Sunday afternoons at a quarter past 3 o'clock.

XI. Congress has made provision for the education, at public expense, of the indigent blind and the indigent feeble-minded of teachable age belonging to the District of Columbia.

Persons desiring to avail themselves of these provisions are required by law to make application to the president of this institution.